

LANGUAGE FOCUS AREA: RECOUNTING



1st Phase

School:	Student:	Date:
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STAGE OF SCHOOLING:	ES1 <input type="checkbox"/>	S1 <input type="checkbox"/>	S2 <input type="checkbox"/>	S3 <input type="checkbox"/>
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- ☐ Completes simple, repetitive modelled sentences based on classroom formulae 1.9
 - ☐ Uses words from first language to supplement writing 1.10
 - ☐ Writes or copies words, phrases or short sentences from literary or factual recounts or narratives 1.11
 - ☐ Shows an understanding of basic English writing conventions, e.g. directionality of writing and page layout 1.11
 - ☐ Draws to illustrate a simple literary or factual recount or narrative 1.12
 - ☐ Uses models and formulae to write own texts 1.12
 - ☐ Finds words needed for own writing from labels, signs, charts, environmental print, word lists, dictionaries 1.12
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- ☐ Writes a literary or factual recount or narrative that shows simple and logical sequence of ideas through structure and progression 2.11
 - ☐ Uses regular and some irregular past tense verbs, e.g. went, bought 2.11
 - ☐ Writes sentences that use subject-verb-object patterns. 2.11
 - ☐ Shows simple cohesion of ideas, e.g. then, and. 2.11
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- ☐ Writes some creative texts, e.g. imaginative recounts, narratives 3.9
 - ☐ Provides some detail in factual text, e.g. class activity or event. 3.10
 - ☐ Uses verbs of saying and thinking to describe participants/responses. 3.11
 - ☐ Writes an orientation informing the reader about who, where, when 3.11
 - ☐ Uses pronoun reference, e.g. the bus broke down. It... 3.11
 - ☐ Plans before writing (in first language or in English) 3.12
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- ☐ Sustains storyline or sequence of events and some characterisation in literary or factual recounts or narratives 4.9
 - ☐ Creates mood and feeling by selection of appropriate words 4.10
 - ☐ Uses text type appropriate to class writing 4.10
 - ☐ Shows understanding of the structure and function of paragraphs
 - ☐ Incorporates a number of identifiable stages in a recount (orientation, record of events, statement of significance) 4.11
 - ☐ Seeks assistance about approach or language needed for a writing task (nature or sequencing of events or ideas) 4.12
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- ☐ Writes logically, incorporating relevant information (e.g. in giving an account of a motor accident).5.9
 - ☐ Uses fitting detail in descriptions and stories 5.10
 - ☐ Uses relative clauses to describe participants, e.g. the explorer who landed in Botany Bay... 5.11
 - ☐ Uses evaluative language in a literary or factual recount or narrative 5.11
 - ☐ Uses simple past and continuous tenses with some consistency in narratives and reports 5.11